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ABSTRACT

Written to break down the barriers and allay the fears that inhibit some early childhood educators from writing articles, this handbook contains current practical information for prospective authors. Each section examines a step in the process of developing an idea into a publishable article. "Why Write an Article for Publication" encourages early educators to share their ideas through writing. "Topics for Articles" records prospective topics and points out popular subject areas and current interests of early education publications. "Choose a Publication" provides an annotated list of 11 publications with charts to help in deciding which publication is most suitable for a given type of article. "Your Idea" suggests how to decide upon and then limit an idea. "Express Your Idea: Mechanics of Writing" helps writers translate their idea into a manuscript by discussing writing environment, organization, title, first draft, editing, and revising. "Submit Your Manuscript" details how to prepare final copy and package it for submission. "Process of Publication" reviews the path from submission to publication. (RH)

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Share your Expertise about Young Children:

Write an Article for Publication

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Randa Roen, Editor

Day Care and Early Education

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ABOUT THIS HANDBOOK

Two years I assumed the position of editor at Day Care and Early Education magazine. The major responsibility of the job is to review and select articles for the magazine. Articles are acquired by soliciting experts in the field of early childhood education and reviewing unsolicited manuscripts for possible publication. Seeking ideas that are concrete and specific, acceptance is based on the interests and needs of the early education practitioner. Furthermore, the style and form must blend with the objectives of Day Care and Early Education. Our writing style is direct and descriptive, our form includes program descriptions and curriculum ideas.

Most unsolicited manuscripts are written by individuals affiliated with universities; the remainder are submitted by the more numerous professional practitioners of early education. Given the fact that many of our readers are working with young children day-to-day, I was certain they had information and experience to share. Consequently, I wondered, why did they not write more?

Other perplexing incidents occurred during my initial years with the magazine. Several teaching colleagues approached me with ideas for articles they aspired to produce. I encouraged them to write a manuscript as their ideas, based on their classroom experience, were interesting. As of yet, we have not received submissions from any of these individuals. Why are they not writing?

Reflection on these questions prompted me to produce this handbook. My goal is to break down the barriers and allay the fears that inhibit some early educators from writing articles. This handbook contains current, practical information for prospective authors.

Each section of the handbook examines a step in the process of developing an idea into a publishable article. "Why Write an Article for Publication" encourages early educators to share their ideas through writing. "Topics for Articles" records subject areas and current interests of early education publications. "Choose a Publication" provides an annotated list of publications with charts to analyze which is the ideal publication(s) for your article. "Your Idea" suggests how to derive and then limit your idea. "Express Your Idea: Mechanics of Writing" helps you to translate the idea into a manuscript by discussing writing environment, organization, title, first draft, editing and revising. "Submit your Manuscript" details how to prepare your final copy and package for submission. "Process of Publication" reviews the path from submission to publication.

This handbook will familiarize early educators with the process of writing and publishing. By charting the route from initial idea to published piece, authors should be motivated to write and produce better quality work. The field of early education will benefit from the dissemination of your information.

Finally, a definition is in order. There are many different titles for our field and the individuals employed within it. The term "early

education" was chosen to describe our focus in the broadest way. Through a caring and nurturing environment, early education professionals can provide the support and materials needed by children to develop fully their physical, emotional and intellectual self. Professional early educators include teachers, child care workers, administrators, researchers, professors, advocates and the many other caregivers who work with and encourage the maturation of young children.

WHY WRITE AN ARTICLE FOR PUBLICATION

Writing about early education serves two functions: it supports one's own professional development and it helps spread ideas to other early educators. Published articles focus attention on enriching the skills of educators and improving the quality of programs. Most early education professionals have important knowledge of, or experience with, young children to share with colleagues through writing. Do not underestimate your possible contribution.

Writing is an excellent exercise. It compels one to clarify thoughts, organize ideas and define a purpose. If you write a well-planned, informative piece, the process enhances your own professional growth and awareness. By thoroughly researching and formulating an idea, you will gain greater knowledge and self-confidence. This, in turn, will facilitate your verbal communication skills about early education. For instance, if a teacher writes about the dramatic play of four-year-olds, when questions on this subject arise from a parent, the discussion will include information gathered and organized for the article. The conversation will be bolstered with the concrete descriptions of common themes of play or examples of suitable props. The process of writing takes time and energy but the personal gain makes it worthwhile.

Along with individual development, published material promotes growth within the early education field. This field is burgeoning; it is expanding and maturing daily, benefitting both children and adults. As professionals

who continue to grow, we are gaining expertise about all facets of children's growth and learning. From the vantage point of direct interaction with children, it is important to create a dialogue among ourselves to share information and ideas. Editors need contacts and new ideas from a diverse group of early educators. The more we share and interact with each other, the more professional and knowledgeable we will become.

Prestige, career advancement and greater professional contacts are the usual motivation for writing for publication. Occasionally payment is offered for a published article or activity but do not expect the sum to compensate for the amount of time and energy expended. Instead, the contribution to the field of early education, and your individual development, will be the main reward.

Ask Yourself:

Why should I put my ideas into print?

What information can I offer to my colleagues?

TOPICS FOR ARTICLES

The field of early education encompasses a broad range of subject areas. The list below suggests some categories for prospective topics. Within each area a fresh perspective, new information or an original activity can be contributed. Editors constantly seek suggestions from practitioners.

CHART A

Prospective Topics

child care programs	family day care
school age programs	employer-sponsored care
infant/toddler	elementary education
special needs	child development
family	parenting
health/nutrition	curriculum
administration	staff development
financial management	marketing
staff issues	public policy
advocacy	foundations/grants
current issues	facilities

Impetus for a topic can come from the author or from an editor. Subjects may arise from your work with young children, a workshop presentation or a speech. An idea journal or log could prove valuable for notes on trends, prevalent ideas or current literature. If you have an idea to share, many editors recommend you query before manuscript submission. Some publications have a theme throughout one issue, such as First Teacher and PTA Today, while others present a variety of topics in each issue. Theme issues range from feelings for language development to the new arrivals with all feature articles pertaining to the theme.

Most publications contain both feature articles and departments. These departments range from book reviews to letters to the editor to research reviews and are usually shorter than articles. A contribution to a department is a fine initiation to writing for publication.

Popular Subject Areas

What are the popular subject areas of the early education publications? An examination of recent publications revealed some trends. Subject areas that recur frequently include curriculum, health/nutrition, family/parenting, special needs, staff development and public policy/advocacy. Chart B details representative article titles within these areas. Specific curriculum ideas are published most often; family/parenting is also prevalent.

CHART B

Popular Subjects for ArticlesCurriculum

The Village the Kindergarten Built, Early Years, Oct. 1983

Music in the Early Childhood Curriculum, Childhood Education, May 1983

The Art of Storytelling: How do Children Learn it?, Young Children, May 1983

Incredible Indoor Games, Day Care and Early Education, Summer 1983

Health/Nutrition

All About Me, First Teacher, Sept. 1983

Super Apple Snacks, Day Care and Early Education, Fall 1983

Nutrition Education for Preschoolers: The Head Start Experience,
Children Today, July 1983

Family/Parenting

Is there a good way to say good-bye?, Working Mother, Sept. 1983

Children of the Military: New Support to Families to Improve their lives
Children Today, May 1983

Conference Day: Parent, Teacher, Student, Day Care and Early Education,
Spring 1983

CHART B (con't)

Special Needs

Neglected Children: Suggestions for Early Childhood Educators,
Childhood Education, Sept. 1983

Peer Play and Toys: Key Factors in Mainstreaming Infants, Young Children
July 1983

Toy Libraries, Day Care and Early Education, Winter 1983

Access to Equality: The First National Conference on Educational Equity
for Disabled Women and Girls, Children Today, Jan./Feb. 1983

Staff Development

Working with New Staff, Day Care and Early Education, Summer 1983

How Colleagues can Help Improve your Teaching Skills, Early Years,
Nov. 1983

Nursery Nurses: Youngest Members of the Teaching Team, Childhood Education,
May 1983

Public Policy/Advocacy

Status and Salaries of our Profession, Young Children, March 1983

The Day the Day Care Stopped - When the Government Tightened its Belt,

Women like Jane and Joan Felt the Squeeze, Working Mother, March 1983

Registration for Day Care Homes, Day Care and Early Education, Fall 1983

Contemporary Themes

In addition to these standard subject areas, contemporary themes appear. Within a short time period, many publications deal with the same specific topic. For example, with the growing public awareness of the nuclear bomb threat, there has been a spate of articles about peace education (Young Children, Sept. 1983; Day Care and Early Education, Spring 1983). Computers are another "hot" topic that is being frequently discussed (Early Years, Oct. 1983; Childhood Education, March 1983; Day Care and Early Education, Spring 1984). Other prevalent, current themes include: infectious illness and day care children (Young Children, March 1983), mainstreaming (Children Today, Jan./Feb. 1983), infant/toddler day care (Day Care and Early Education, Fall 1982), employer-sponsored child care (Working Mother, Aug. 1983), and working parents (Early Years, Dec. 1983). In the recent past, particular attention was devoted to developing multicultural awareness, non-sexist child rearing and education equity.

The array of prospective topics is endless. Using your own interests, experience and knowledge, focus your writing energy into one subject. After selection of a topic, the next step is to decide where to submit your idea.

Ask Yourself:

Where does my expertise lie?

What subject appeals to me?

What topic needs in-depth exploration?

CHOOSE A PUBLICATION

It is desirable to choose where you will submit your article before writing so that you can tailor it to that prospective publication. Often I receive an interesting manuscript that is directed toward parents. If the author had researched Day Care and Early Education, s/he would have been aware that this parent-oriented information would not be of interest to our subscribers.

To discern which publication is suitable for your article requires some investigation. Try to match your topic and intended reader with an appropriate forum. Familiarity with publications in the field is necessary to make the best decision. Start with the ones you regularly receive. Another source for prospective publications is communications from local organizations, such as Associations for the Education of Young Children (AEYC). Spend time perusing additional magazines, journals and newsletters in a library or local information and referral office to get a feel for their editorial thrust, content and style.

Recently I did a survey of some early education publications to provide current information to prospective authors. As a result, I was able to compile a list of nationally distributed professional publications from both associations and commercial publishers. All these publications choose articles that are concerned with the practice of education. Generally, they contain articles with topics of current interest and usability that share information, report successful experiences and sometimes summarize the implications for practitioners of current research. I have also

included a few speciality publications that concentrate on one topic such as parenting (Working Mother). Research and scholarly journals were excluded due to their specific focus and format.

"Research Journals publish 'straight' research pieces whose relevance to education is based on their attention to researchable topics in the field. The articles may have implications for practice but those are not highlighted.

Scholarly Journals generally combine empirically derived data generated through traditional methodologies with a clearer relationship to significant practical or topical issues in education. A greater balance exists between the substantive development of a paper and its larger meaning.

Professional Journals publish papers which use data and opinion speaking to professional issues of immediate utility and of high topical interest. They are concerned with the practice of education.

Association Journals include commissioned papers, calendars, columns and conference highlights." (Silverman, 1976)

ERIC

An additional outlet for articles is the Educational Resource Information Center (ERIC). Sponsored and funded by the National Institute of Education, ERIC serves to collect and disseminate a vast selection of educational literature through sixteen clearinghouses. The Elementary and

Early Childhood Education (EECE) clearinghouse is looking for research reports, program descriptions and evaluations, surveys, bibliographies, curriculum guides, conference presentations and other documents related to the education and development of children from infancy to age twelve. If accepted, your piece will be catalogued, abstracted, indexed and announced in Resources in Education, ERIC's monthly journal, reproduced in full on microfiche (film card), stored in summary form for computer retrieval and distributed by the document reproduction service. For further information write to: ERIC/EECE Acquisitions, College of Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, IL 61801-4897. Since the documents are not copyrighted by ERIC, they may be submitted elsewhere for publication.

Publications List

Now brainstorm to develop a list of possible publications for your article. Commence by reviewing the annotated list of early education publications on Chart C. Add to your list other suitable publications that you found through your investigating. Remember to include specialty (art, science, children's books) and local publications. Also ask colleagues for suggestions. There are over 700 publications listed in Current Index to Journals in Education so there are a multitude to choose from.

The next task is to eliminate publications from your list. The aim is to have one target publication with several in reserve; you must expect an occasional rejection. A back-up list is necessary for submission to

CHART C

Annotated List of Early Education Publications

Childhood Education is the voice of the Association for Childhood Education International (ACEI) and a professional medium for those concerned with education and well-being of children from infancy through early adolescence.

circulation: 11,000; five issues yearly, 72-80 pages per issue

editor: Lucy Prete Martin, Association for Childhood Education International,
11141 Georgia Ave., Suite 200, Wheaton, MD 20902.

Children Today is a bimonthly journal by and for those whose jobs and interests are focused on children, youth and families.

circulation: 12,000; six issues yearly, 36 pages per issue

editor: Carolyn Reece, OHDS Office of Public Affairs, 200 Independence Ave., SW, Room 356-G, Washington, DC 20201.

Children's Advocate's goal is to translate the complex policy issues affecting children and families into understandable human terms and to give parents and the human service providers the information they need to be informed advocates for children.

circulation: 5,000; six issues a year, 12-16 pages per issue

editor: Deborah Shwartz, 1017 University Ave., Berkeley, CA 94710.

CHART C (con't)

Day Care and Early Education is a practical and lively magazine designed for early educators and child care professionals. The content meets a wide range of interests in the child care field.

circulation: 4,000; issued quarterly, 48 pages per issue

editor: Randa Roen, 72 Fifth Ave., New York, NY 10011.

Early Years is a magazine for teachers of children in pre-kindergarten through eighth grade.

circulation: 160,000; nine issues a year, 96 pages per issue

editor: Allen Raymond, Box 1266, Darien, CT 06820

First Teacher is for people who care for young children with ideas, activities, games, recipes, toys to make, and practical articles on a different theme each month.

circulation: 10,500; issued monthly, 16 pages per issue

editor: Lisa Lyons Durkin, 60 Main Street, Bridgeport, CT 06602.

PTA Today is edited for the parent, PTA leader and educator to give them information to become better parents and advocates of children, keep them informed of developments in childrearing and education, and help them learn more about issues of concern regarding children and their education.

circulation: 33,000; seven issues a year, 40 pages per issue

editor: Pamela Schrom Reynolds, 700 N. Rush St., Chicago IL 60611-2571

CHART C (con't)

Texas Child Care Quarterly provides a free source of child care training and information to licensed family day care homes, centers, child care institutions and foster homes.

circulation: 29,000; quarterly, 50 pages per issue

editor: Linda Gifford, 510 S. Congress, Suite 122, Austin, TX 78704.

Totline is a newsletter full of creative and challenging ideas for working with preschool children.

circulation: 7,000; bimonthly, 24 pages per issue

editor: Jean Warren, 1004 Harborview Lane, Everett, WA 98203

Working Mother is a magazine for working mothers with children under 18 years of age designed to help women balance work life and family life.

circulation: 500,000; monthly, 130 pages per issue

editor: Vivian Cadden, 230 Park Avenue, New York, NY 10169

Young Children is the publication of the National Association for the Education of Young Children to keep readers informed about the latest and best research, theory and practice in early childhood education.

circulation: 44,000; bimonthly, around 82 pages per issue

editor: Janet F. Brown, 1834 Connecticut Ave., NW, Washington, DC 20009.

alternate publications if your manuscript is not accepted initially. It is standard practice to mail to one publication at a time; simultaneous submissions are discouraged.

Primary Audience

Decide with whom you will share your ideas; should the readers be teachers, administrators, professors, students or parents? Your examples and writing style will be selected specifically for the target group. For instance, if you are writing about children's social development in a child care setting, students and parents will require more basic information than education professionals.

Review Chart D, it lists the surveyed publications by their primary audience. Delete from your list any publication that does not cater to your intended reader.

Departments and Special Features

For shorter, more specialized articles, Chart E presents information on departments and special features. If your idea encompasses writing a letter, a review, a story or a profile, use this guide to reduce your list. Note which publications have theme issues; write for greater details from those editors. Chart E also records which publications have the special features of conference information and print an annual index.

CHART D

Primary AudienceChildhood EducationChildren TodayChildren's AdvocateDay Care and Early
EducationEarly YearsFirst TeacherPTA TodayTexas Child Care
QuarterlyTotlineWorking MotherYoung Children

X	X	X	X	X	X	
X	X	X	X	X	X	X
X	X			X	X	X
X	X	X	X	X		
X						
X	X	X				
X					X	
X	X					
X		X		X	X	X
					X	
X	X	X	X	X		

early education teachers
administrators'
university faculty
researchers
students
parents
general public

CHART E

Departments and Special Features

<u>Childhood Education</u>	X	X	X	X	X	X	X			X	X
<u>Children Today</u>	X					X	X				X
<u>Children's Advocate</u>	X	X	X			X		X		X	
<u>Day Care and Early Education</u>	X	X			X		X		X	X	
<u>Early Years</u>	X	X		X			X	X			
<u>First Teacher</u>		X				X					
<u>PTA Today</u>		X	X			X					X
<u>Texas Child Care Quarterly</u>	X									X	X
<u>Totline</u>	X	X	X			X					
<u>Working Mother</u>		X	X				X		X		
<u>Young Children</u>	X	X	X		X		X		X	X	X
	professional's books reviewed	children's books reviewed	parenting books reviewed	literature reviewed	research review	theme review	letters to the editor	profiles of educators	stories for children	conference information	annual index

Further Information

As previously mentioned, most editors suggest writing a query (explaining the idea for an article) before submitting a manuscript. Their response will aid in the process of choosing a publication for your idea. Obviously the editor will need to read the manuscript before accepting the article but s/he will be able to indicate whether your idea is interesting and appropriate or redundant or unsuitable for the publication.

Helpful information about the accumulation and acceptance of unsolicited manuscripts is contained in Chart F. Chart F lists: the average number of articles in an issue, the percent of published articles that are unsolicited, average number of unsolicited manuscripts received a month, the average number of unsolicited manuscripts accepted each month.

Only some of the better-known publications accept more than 20% unsolicited manuscripts. Shy away from the editors that accept only an occasional unsolicited manuscript. One editor noted that he hates to encourage prospective authors when so few unsolicited manuscripts are accepted.

The best chance for publication will materialize when you research and match your idea with a suitable publication.

Guidelines for Authors

When you have settled on a periodical, request the "Guidelines for Authors" from your chosen publication. Important information, such as manuscript length and technical preparation will be provided. Sometimes the guidelines are included in the magazine itself as with Day Care and

CHART F

Acceptance Information for Unsolicited Manuscripts

<u>Childhood Education</u>	8	35	4	67%
<u>Children Today</u>	7	8-10	2-3	30%
<u>Children's Advocate</u>	18-20	2-3	0-1	
<u>Day Care and Early Education</u>	10	10	3	50%
<u>Early Years</u>	12	80	5	35%
<u>First Teacher</u>	20	2-3	1	25%
<u>PTA Today</u>	14	6-10	1-2	15%
<u>Texas Child Care Quarterly</u>	15	2	1	50%
<u>Totline</u>	2			100%
<u>Working Mother</u>	20	150	0-2	5%
<u>Young Children</u>	6	30	2-3	80%

average number of articles
in an issueaverage number of articles
manuscripts received a monthaverage number of unsolicited
manuscripts accepted each monthpercentage
of unsolicited
articles in publication

Early Education and Young Children. Some publications encourage footnotes and bibliographies for their articles, others do not. The guideline should provide you with this data. The next page has a sample guideline from Day Care and Early Education.

Check which style manual is used, the common ones include Publication Manual of the American Psychological Association and The Chicago Manual of Style. The manuals explain, in detail, editorial style as well as bibliography form and proper grammar.

Ask Yourself:

Which publication is ideal for the topic?

Who will be interested in reading my article?

Where is the best chance of acceptance?

GUIDELINES FOR AUTHORS

Day Care and Early Education publishes practical articles of interest to teachers, administrators, students and professors in the child care and early education field. We seek manuscripts on subjects that include child care programs, curriculum, administration, staff development, family-school relationships, health, nutrition, facilities, special needs, employer sponsored care, infant/toddler programs, child development, public policy and advocacy.

Style and Content: The article should be based on the author's experiences and knowledge; concrete and specific examples are encouraged. Any curriculum ideas must be developmentally appropriate for young children. Articles are preferred in magazine form without references and footnotes. However, a bibliography for further reading may be included. Occasionally, stories for children are accepted.

Technical Preparation:

- * Type double-spaced on 8½ x 11 white paper with margins of 1".
- * Manuscripts should be 6-12 double spaced, typed pages (1500-4000
- * Photos, illustrations and charts are desirable. Authors are to obtain releases for use of photos and all copyright materials.
- * Use the following style for bibliography, if included:
 Erickson, E.H. Childhood and Society. New York: N.W. Norton, 1963.
 Kurshan, Louise. "Telling Time." Day Care and Early Education, Spring 1984.
- * Send one original and one copy to the Editor with a self-addressed, stamped envelope.
- * If acknowledgement of manuscript receipt is desired, provide a self-addressed, stamped postcard.

Procedure: The review process often takes two to four months since consulting editors are used to review manuscripts. All articles are copyedited to conform to the magazine's style and content. Prior to publication, the author is furnished with galley proofs to review and an opportunity to purchase reprints. Following publication, two complimentary copies of the magazine are mailed ^{to the author} along with the return of photos and art work. No payment is made for published materials. We look forward to hearing from you.

Mail manuscripts to: Randa Roen, Editor, Day Care and Early Education, 72 Fifth Ave.,
 New York, NY 10011

YOUR IDEA

Start with your topic based on any experiences, activities or information you want to share with others. Bounce the idea off some professional peers; talking helps to clarify and focus thoughts. Consider collaborating with a colleague if this would add substance to your article.

While deciding on your idea, take the focus of the article into consideration. The article can be composed of activities, objective descriptions, personal experience, research or opinion, or a mix of any of these. The form will play an integral part in conveying your information. An article about use of a sand table could focus on objects your class work with successfully along with the sand (objective description) or recount problems to solve utilizing sand (activities).

Once you are inspired, narrow down the subject so it can be adequately covered in an article. For example, the topic "Field Trips" is too broad. Greater specifics and more useful information can be covered in the topic "Neighborhood Trips" or "Trips for Five-year-olds."

It is instructive to research what others have written on your subject to make sure you are saying something significant or new. You may discover that your idea has received minimal exposure in published form, or possibly the reverse is true. While your idea may be familiar to you, it is not necessarily well-known. For instance, while reviewing the literature for this handbook, I was surprised at being unable to locate a complete listing of early education publications. Current Index to Journals in Education, Education Index or Resources in Education (ERIC) provide

massive listings of articles in the education field for your research.

Ask Yourself:

Is my idea or perspective unique?

Will the reader benefit from the information?

EXPRESS YOUR IDEA: THE MECHANICS OF WRITING

Now that the idea and prospective publication is selected, you must make to effort to write. Writing is hard work; it requires a great deal of discipline and thought. Develop your own routine and then follow it. Find yourself a productive place to work - maybe an easy chair, the library or a desk - anyplace that you can concentrate without interruptions. Set up specific times to write. Some people need large blocks of time, others use one hour each day. Experiment a bit and then WRITE....

A time schedule will be helpful in structuring the writing process. Give yourself a deadline date for each of these steps: outline, first draft, editing and revising, final draft and submission. Be realistic and leave ample time for revising. It is better to be ahead of schedule than to be frustrated or under pressure.

A working title will encourage you to begin writing the article but the exact wording should not impede your progress. Since the title need not be set until the final draft, be aware if a phrase pops out during the writing.

Title

The title of your article will be read more often than any other part. Wordng the title necessitates clear thoughts on the essence of the subject; five to ten words is sufficient. Avoid superfluous words such as children or early education, often these are already understood.

The title should entice a reader by describing, in a specific, concise form, the subject of your piece. Remember, readers glancing at the table of contents will turn to your article if the subject sounds useful or intriguing to them. An index may list your article solely on the basis of its title. If, for example, you were to write about organized games that are successful with your class, the title "Outdoor Games" is vague and boring. A more descriptive title would be "Organized Running Games for Outdoor Play" or "Outdoor Fun: Group Games for Six-year-olds." A clever title conveys an informal tone, "Tired of Outdoor Recess? Try some new Games with your Second Graders." It is worth spending extra time and effort on the title to get the words just right.

Outline

An outline is a valuable tool used to organize your idea. Jot down the main points you wish to cover. Group them in some coherent way and then order the groups. A caption of each group can be the heading of your text. For example, if the subject is "Quality Science Books for Children" the information can be grouped depending on your emphasis, by topics (weather, growth) or by the age of children. Information can be presented in a variety of ways so you must make it logical why one section of your article follows the next.

First Draft

Develop your own system for gathering and recording information. Index cards, legal pads or tape recorders are all possibilities. Some

people choose to write a piece through from beginning to end while others do one section at a time, in or out of sequence. Try to capture your idea without worrying too much about the mechanics of writing; afterward concentrate on wording and style. Double-space the lines on every page to insure room for later insertions and editing.

The first paragraphs introduce the reader to your subject. Set the stage for what is to come by expressing your purpose and explaining how it will be fulfilled. Some authors include what induced them to write down their idea, others share their background in their introduction. Provide your reader with the motivation to read and utilize the subject matter of your article.

"No one should be able to read the first paragraph of a manuscript without learning exactly what the subsequent paragraphs are to be about. The topic or thesis should appear not only in the first paragraph but in the first sentence. Properly written, the first paragraph is like the cornerstone of a building. Everything that comes after rests on it, has a logical, developmental relation to it." (Etzold, 1976)

The text should contain several paragraphs under each heading. Write each section thoroughly but be efficient. Trust your reader's intelligence; leave out the general and irrelevant information. The purpose is to communicate your idea through your expertise with this topic.

Utilize your outline to arrange the sections.

"Omit needless words. Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all his sentences short, or that he avoid all detail and treat his subjects only in outline, but that every word tell." (Strunk & White, p.23)

Enhance the article by giving specific instructions or concrete examples. For instance, a piece entitled "Productive Staff Meetings" can include a sample agenda and details of a worthwhile discussion. When describing activities, the objective, implementation and evaluation of each one should be included. Details of materials needed, amount of time, appropriate age, motivation, follow-up activities and variations are also necessary.

Often anecdotes add substance to an article. If you wrote about "Art Collage for Kindergarteners," a description of one child's use of glue with the collage materials could be quite informative. Similarly, a running account of a class session with collage from set-up to clean-up would complement the piece.

Illustrations, photographs or graphic representation of information (charts or tables) can add depth and character to an article. If your

topic were "Record Keeping in a Day Care Home," examples of actual checklists, logs or charts would be informative. Most editors encourage inclusion of quality artwork which will be returned after use.

Editing and Revising

After the first draft is complete, let it sit for a while before you begin the editing process. A fresh look is helpful, so create some distance between you and the manuscript. Be prepared to rewrite the piece several times until it says exactly what you want it to.

Check the manuscript for organization and clarity; quality writing is concise and readable. Strive for simplicity by eliminating unnecessary words and all jargon. A thorough reading for grammatical correctness is crucial. Pay attention to spelling, punctuation, sentence and paragraph structure. Avoid sexist language. The Publication Manual of the American Psychological Association has information that is helpful for editing and the Elements of Style very simply expresses advice about writing style.

Finally, analyze the length and content of each section for balance. The main concepts should be most evident and detailed. Make sure you have written enough to cover your subject but not too much to overwhelm the reader.

After you have proofread your writing, have a professional colleague and a friend outside the field critique it. Be sure to present them with a typed, clear copy. Request constructive comments that will lead to an improved manuscript. The colleague can concentrate on the content and

the friend on the readability. Use their suggestions to complete your last draft.

"Manuscripts which are clean, error free, and grammatically correct, that have received a preliminary critique from fellow colleagues, and are written with the periodicals' guidelines in mind, stand a far better chance of being accepted for publication than do papers which are carelessly written and submitted for publication with a half-hearted hope that some reviewer will discover the manuscripts hidden merits." (Dorn, 1981)

Final Draft

When you type up your final draft, make sure you use 8½ x 11 heavy white bond paper. Double-space all text and leave margins 1 - 1½ all around. The first page must include the article title and the author(s)'s full name and address. Number the article pages, paper clip the manuscript together and enter the number of words in your text on the title page. These minor details are helpful to the editor.

Ask Yourself:

In what environment do I write best?

Is the article content interesting?

Is my information specific and concrete?

Based on the title, would I want to read this article?

SUBMIT YOUR MANUSCRIPT

Congratulations, the written article is complete! Follow through on these final items before sending your manuscript to an editor.

- * Check the guidelines for authors to ascertain if you should include, with your manuscript, biographical information, an article abstract, a bibliography or artwork.
- * Plan to submit the original (for clarity) and the required number of copies - remember to keep one for your files.
- * Write a brief cover letter to the editor that tells the title and purpose of your article.
- * Include a self-addressed, stamped envelope for notification.
- * Assemble your package in a large envelope (do not fold your work), mail it off and be patient!

PROCESS OF PUBLICATION

When an editor receives a manuscript, the process of publication has begun. Some editors routinely acknowledge receipt of the manuscript; you may enclose a self-addressed, stamped postcard to ensure notification from the others. Next, the manuscript is read by the editor and reviewers. The reviewers (or referees or consulting editors) are generally experts in early education. Between one and four professionals will study and critique the manuscript to recommend acceptance, revision or rejection. Sometimes the reviewing is "blind", the reviewer does not know the author's name or affiliation.

The manuscript review stage may take anywhere from two weeks to four months since most reviewers critique manuscripts in addition to their regular full-time assignments. The time varies depending on the number of reviewers and the backlog of manuscripts. If you have not heard from an editor within three or four months, it is legitimate to write and ask about the status of your piece. Chart G lists the number of readers for each manuscript, the time needed to reach a decision and if the critique is shared with the author.

A formal letter from the editor will be sent when the review process is complete. The editor's options include: acceptance, conditional acceptance, rejection with revision encouraged or rejection. Unfortunately most editors do not have the time or staff to respond personally to each author but some editors will include their reviewer's comments about the manuscript.

CHART G

Manuscript Review ProcessChildhood EducationChildren TodayChildren's AdvocateDay Care and Early
EducationEarly YearsFirst TeacherPTA TodayTexas Child Care
QuarterlyTotlineWorking MotherYoung Children

3	4 months	Yes
2-3	1-2 months	No
1-2	2 weeks	Yes
2	2-3 months	Yes
	1 month	No
		Yes
1-2	1 month	No
3	2 weeks	Yes
1	6-8 weeks	Yes
3	3-4 weeks	Yes
4	2-4 months	Yes

number of reviewers
per manuscript

length of review process

Is the review
shared with author?

Acceptance of a manuscript is based on a variety of factors. These encompass: topic and content, quality of the writing, timeliness, appeal to readers, reasonable length, applicability and practicality, contribution to field or thought-provoking ideas. On occasion a manuscript will be conditionally accepted; the conditions could incorporate certain content changes, if amenable to the author, or be provisional due to the availability of space in the publication.

If the manuscript is not accepted, try again. A manuscript that is rejected with the editor encouraging a revision requires the author to tackle rewriting. If suggestions were offered, they must be incorporated into the new manuscript. You may also elect to submit the manuscript to your back-up publication.

When your article is accepted, a publication agreement will be enclosed. The agreement will indicate who holds the copyright, the amount of compensation, if any, and which issue the article is scheduled for. Most publishers retain the copyright because they have the staff to deal with rights, permissions and registration, unless it is requested otherwise by the author. Read the contract carefully to make sure the author is permitted to reuse the article elsewhere. Some editors accept an article without specifically designating which issue it will be in. Occasionally an article is bumped from an issue due to space considerations; you will be notified if this occurs.

After acceptance, production begins; some publications have a managing editor to supervise production. Your manuscript is copyedited to conform to the style and content of the publication. The manuscript is marked

(spaced) for the typsetter and then typeset. Some editors have the author review the edited manuscript while others mail the typeset manuscript (galleys or proofs) for any final changes by the author.

It can take anywhere from three months to one year before the actual publication appears. The editor will advise you when approximately to expect your article in print. Some publishers provide a reprint service that will bind your individual article; they will send a reprint order form with the details. After publication the contributor's copies and reprints will be mailed. Chart H outlines the stages of the publication process.

Conclusion

In this handbook, I have detailed, step-by-step, the road from initial idea to printed article with discussions of motivation, choice of prospective publications and the mechanics of writing. Let me end with one last word of caution. The universal excuse for not writing is "I have no time." The truth of the matter is no one has the time. You must make the time to write. This handbook provides necessary information about writing and publishing to now motivate you to share your expertise about young children.

CHART H
Process of Publication

Editorial

- 1) Manuscript submission to editor
- 2) Manuscript receipt acknowledged *
- 3) Manuscript is read and critiqued by reviewers and editor
- 4) Manuscript is: accepted, conditionally accepted, rejected with revision encouraged, rejected
- 5) If accepted, Publication Agreement is signed

Production

- 6) Manuscript is copyedited and marked for type
- 7) Edited manuscript is reviewed by author *
- 8) Manuscript is typeset
- 9) Typeset manuscript is reviewed by author *
- 10) Reprint order form is sent to author *
- 11) Publication
- 12) Contributor's copies and reprints mailed

* These steps omitted by some publications

FOR FURTHER INFORMATION

Arnold, D. B. & Doyle, K. O. (1975). Education/psychology journals: A Scholar's Guide. Metuchen, NJ: Scarecrow Press.

This guide contains detailed descriptions of 122 scholarly education and psychology journals. It is helpful to psychologists and educators for deciding which journals to read and subscribe to and which journals to submit their professional manuscripts to.

Camp, W. & Schwark, B. L. (1975). Guide to periodicals in education and its academic disciplines. Metuchen, NJ: Scarecrow Press.

This guide provides information about 602 nationally distributed publications which relate directly to education and its academic disciplines. The data is helpful for authors planning to submit a manuscript to one of these periodicals.

Conklin, F. (1968, June/July). Writing for publication. Instructor, p. 96.
A very short, zippy, informative piece.

Cotler, H. & Weiler, P. (1980). How to be a teacher-author. Washington, DC: American Federation of Teachers, Teacher Center Resource Exchange.
(ERIC Document Reproduction Service No. ED 191 819)

This manual was developed as a resource for teacher inservice workshops on writing and also for use by individual teachers in developing their own writing skills. It is an excellent workbook and tool!

FOR FURTHER INFORMATION (con't)

Current index to journals in education. Arizona: Oryx Press.

A monthly guide to current periodical literature covering articles published in approximately 780 major educational and education-related journals. Most education libraries carry this reference dating from 1969.

Education index. New York: H. W. Wilson Company.

Started in 1929, this is a cumulative author/subject index of 320 educational periodicals and yearbooks. Most education libraries contain this index.

Etzold, T. H. (1976). Writing for publication: The art of the article.

Phi Delta Kappan, 57, 614-615.

An article about writing style with emphasis on paragraph composition and writing skills.

Markle, A., & Rinn, R. C. (Eds.). (1977). Author's guide to journals in psychology, psychiatry, and sociology. New York: Haworth Press.

A listing of scholarly publication with information for prospective authors.

Miller, W. C. (1974). Writing for journal publication. Educational Leadership, 32, 51-53.

An excellent how-to piece.

Mullins, C. J. (1977) A guide to writing and publishing in the social and behavioral sciences. New York: Wiley.

This book presents basic, practical, timesaving and systemitized information for authors. Preparing articles and book manuscripts is discussed step-by-step.

FOR FURTHER INFORMATION (con't)

Publication Manual of the American Psychological Association (3rd. ed.).

(1983). Washington, DC: American Psychological Association.

This manual describes requirements for the preparation and submission of manuscripts for publication. Many examples are provided in this thorough book.

Resources in Education. Phoenix, AZ: Oryx.

Resources in Education is a monthly abstract journal announcing recent report literature related to the field of education. Many education libraries carry these volumes, dating from 1966 (formerly titled Research in Education) , along with the microfiche cards containing the literature.

Strunk, W., & White, E. B. (1979). The elements of style. New York: Macmillan.

A classic, short book of writing style.

University of Chicago Press. (1982). The Chicago manual of style (13th ed.).

Chicago: University of Chicago Press.

Popular style manual for writers.

Zirkel, P. A. (1978). Writing for educational publication. Journal of Teacher Education, 29, p. 69.

Suggestions are made by editors for writers aspiring to be published in journals.